



VOCATIONAL EDUCATION IN INDIA: REVIEW THE ALLOCATION PROCEDURE IN 10+2 LEVELS

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ABSTRACT

Education plays a vital role in bringing out a change in society. It changes the behavior and attitude of the people in the society. For the competitive environment of the present educational system in India, towards 10+2 Level, Total Quality Management (TQM) has gained wide importance and is generally being introduced and experimental in educational institutions. An educational system can't be treated as industry. However, there are similarities with respect to their sub-components. Each of these viewed as a system consists of input, processes, management, resources, output, and feedback. Educational institutions system is complex as it involves human beings as input to and output from the system. Students are input and customer too.

TQM means, "A management approaches to an organization centered on quality, based on the participation of all its members and aiming at long-term success through student satisfaction and benefits to the members of the educational institutions and to Society".

Many teachers in educational institutions in India think that TQM is an achieving on set of standard. But it is not so. TQM involves managing the process of change. Generally teachers are not welcome change and prefer not to change. The most important change taking place inside an effective TQM process is the changing behavior of students.

KEY WORD: Feedback, Input and Output, Strategic implementation, TQM etc.

1. Introduction:

Due to the LPG era, education for learning to live together becomes a new mantra for skill development at the dawn of 21st century for Eastern part of India. This concept has adversely affected of the third world countries including India. Now the concept, how best one can perform, dominates the kingdom of quality education. So, most of the best institutions of today, prescribes the great book the Geeta as Management Guru, yoga- karmagu Kausalam (i.e. the skill of work is yoga) and Total Quality Circle (TQC) is being offered as a plausible answer.

Mahatma Gandhi, father of Nation pointed out that the education system should also lay greater emphasis on work and practice while learning. He said that every citizen should be educated and the education must be job oriented for a better world and in this regard, Gandhian ideas focus on experiment.

2. Methodology:

Allocation Procedure in Higher Secondary School, on highly effective "Strategic Management Process" – could be classified into 3 categories:

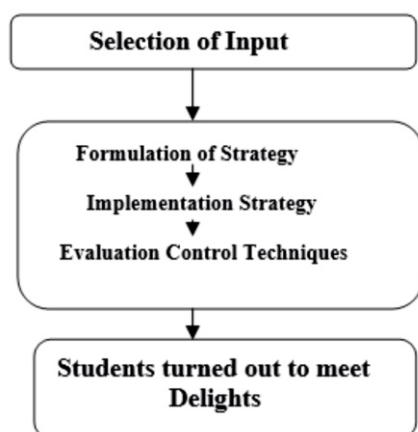


Fig: (a) Strategy Management process.

1. Formulation of strategy involving decision making.
2. Implementation phase of strategy to carry out-new-strategies or support – current techniques.
3. Evaluation/Control, needed covering multifarious activities to “keep – up the process”, on healthy line.

3. Result and Discussion:

We feel that vocational education in +2 level means educating a few students and after completion of their course they are become unemployment. Now, the time has come to break our mental blocks and try to visualize the whole process of vocational education from a different angle.

If we consider to application of vocational education in secondary level from class viii to x for awareness of entrepreneurial activities, yet to find a place of importance in academic curriculum, it will be better impact for upgrading of vocational education for social and economic due to the science and technology is changing every moment.

The subject may be introducing in the form of an advance rapid reader. The rapid reader may incorporate stories of a vocational education for entrepreneurship development. Such stories will create a positive impact on the young mind and their motivation for achieving excellence will develop. So, in this way after completion of HSLC/CBSE/Matric examination, they shall be reverting back to study of vocational education in +2 levels.

At college levels (1+1+1) and University, level of vocational education should aim at both for creation of awareness about entrepreneurial opportunities and interest in entrepreneurial career among the students. Besides, it should also emphasis on the development of entrepreneurial competencies among give the students, so that they can take up entrepreneurial career, after complete their vocational education.

Curriculum reform is a continuous process and linked to the quality improvement of education. Vocational Education and Training (VET) prepares people for world of work and improves their competencies to meet the skill demand of the growing and emerging industry and the world of work. The VET in Eleventh Plan proposed the framework seeks to remove artificial distinction between vocational education & vocational training. It proposes establishment of a National Vocational Qualification (NVQ) system, which is industry-led and focuses on competency – based training, assessment and certification. There would be flexibility in training design, delivery, and diversity in the range of courses and training options. Focus on development of “employability skills” will lead to making human resource employment Framework in which public and private system of VET meets need of industry and individuals will be development. Since, NVQ is the Government of India would set up the beginning of the new VET system, a separate statutory body Vocational Education and Training Authority (VETA). VETA head advisory committee.

However, VETA will have the overall responsibility for implementation of VET. It will develop a National VET strategy implementation of VET in the Country. To execute the policies and strategic decision of the council, the Bureau of Vocational Education and Training (BVET) at MHRD, Govt. of India, New Delhi would be set up, and PSS central Institute of Vocational Education, Bhopal will

be redesigned as the National Institute for Vocational Planning and Development (NIVPD), and would provide necessary inputs related to planning, research and strategic implementation of national VET in the Country.

In the proposed VET scheme, Industry will play a key role in planning and implementation of VET programmes. Collaboration will be established for identification of work force, development of sector-wise skill profiles, identification of courses, development or modular competency based curricula and learning materials, experts for providing training work place. Cluster Wise Industry Skills Committees (ISCs) would be constituted by VETA for development of national skills standards and training packages. During Eleventh Plan, a capacity for about 0.5 core persons would be created for providing initial VET through strengthening of existing VET institutions (Higher Secondary/Junior college) as well as College/University. However, in the state of Assam, more than 150 Higher Secondary School (+2)/ Junior college were implanted vocational education discipline and the government of Assam is very negligible of organization structure to upgrading of VET.

4. Type of Data

Education should not be given only for the sake of knowledge development. The knowledge and skills must be useful in our day-to-day life and it must be linked with our life practices. Therefore, education must make people undergo learning process throughout their life and gain the fullest potential for the individual's development. The concepts of lifelong education may be taught either direct or indirect or implicit way through various streams such as formal, informal and non-informal.

Here, teacher plays a pivotal roles such teaching demonstrating the life situation, conducting seminar and conference related lifelong education and other programme such as value enrichment programmes may be in social, religious, moral and ethical aspects, workshop on value practices, social linked programmes, creation programme to know the economic value of education and to know the problems that are present in the prevailing social condition and to solve the same.

All the above programmes for mobilized quantifiable community resources for the physical development in the school, the following educational concepts and it must be given through the agencies of family, school and society.

In Home:

5.1. Parents must teach social qualities such as discipline, sympathy, love, leadership, qualities, to take care of others etc., which lead to maintain social relationship with others.

5.2. Parents must make their children realize the importance of social adjustment and co-operation by providing varieties of life experience that are considered as a best teacher to lead our life and prepare ourselves to live together with adjustment.

5.3. Home is an effective agency for providing moral and spiritual education.

In society:

5.4. Building of basic character of the student in the society is mainly based social value and culture. The practical knowledge obtained through social education is essential for successful living of student in future society.

5.5. Here the society and school should jointly involve in improving social and physical development values and organizes social function in order to enhance human relationship social responsibility and self dependency and good character among people and their students.

In School:

5.6. School education should develop innate power among student, not only that it claims at complete development of the student in physical, emotional, mental and ethical aspects.

5.7. In school, the major function is to maintain the continuity of social life, social values, social customs etc from one generation to other generation. Thus the school provides minimum general culture to all pupils, which is indispensable for a successful living in the present society.

5. Conclusion:

The beginning of the 1960s, entrepreneurship remained a topic of academic and philosophical discussion by economic, sociologist, and psychologist and the 1970s was the emergence of verities of strategic and models of developing entrepreneurship among the youth, because the significant reason in India's large base of skilled manpower and export. Entrepreneur as means that an entrepreneur is a person who keeps his eyes and ears, sees opportunity in his/her environment and is capable of organizing required resources of man and material for exploiting the limited and available resource by taking risks and by putting necessary time, effort and many. In the process not only he/she benefits, but the society is also benefited.

Entrepreneurship development by vocational education has been accepted as a strategy for achieving fair objectives of promoting of entrepreneurship. Because, entrepreneurship development has remained a programme for the unemployed youth, particularly educated unemployment youth who have already completed their education and are in search of employment opportunities. Therefore, vocational educations help in imbibing the skills and competencies to achieve goal, directed by values and help in developing a positive attitude. The Rapid growths of globalization impact, vocational education generate aspiration for a higher standard of living and motivation in the activities outside at home and can help accelerate economic growth.

Government of India, had already take a step for converting the job seekers to job creators, and it is no doubt that progress was achieved, however, in the State of Assam is very negligible in comparison overall picture. If we do not do this, our concept primitive, we shall be out of the race due to globalization impact. Due to unemployed problem and such as large scale of unemployed mainly graduate and post-graduate is one of the main causes for present day social unrest. Therefore, vocational education in +2 levels already provided in higher secondary school of Assam and students less interest for vocational education and Govt. of Assam is not interest from the picture of resource mobilization.

However, the process of attaining by acquiring to educational involves, three levels of human resource development:

6.1. Developing resource by acquiring knowledge, skill, competence and favorable attitude.

6.2. Building capacity to generate/innovate ideas, objects and services out of the resource thus developed,

6.3. Acquiring ability to organize social application/use of ideas, objects, services thus development out of the acquired resources, etc.

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